



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

800 Taylor Drive, Sierra Vista, AZ 85635

Cochise Private Industry Council

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Linda Lee Denno
 Schedule : 07:00 AM to 05:30 PM
 Grades : K-5
 Web Address : www.cas-schools.com
 Phone Number : (520) 459-7259
 Fax Number : (520) 459-7243
 E-mail : ldenno@cpic-cas.org

Mission

The mission of CAS is to teach basic skills through a rigorous, research-based curriculum. Research demonstrates that children who read at grade level by the third grade have the greatest chance of succeeding throughout the rest of their academic career and are more likely to graduate from high school. CAS Elementary promotes a secure academic environment conducive to learning where students become proficient in literacy and math skills and in the requirements of responsible citizenship.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All children will read at or above grade level by the end of the third grade. To reach this goal, a heavy emphasis is placed on literacy skills from kindergarten through successive grades.
- ü All children will become proficient in writing, and will attain the skills necessary to perform at or above grade level in writing by the third grade.
- ü All children will become proficient in basic computational skills. By the third grade, all students will have command of basic math skills, i.e., addition, subtraction, multiplication, and division.
- ü All students will learn and practice the requirements of good citizenship, including taking responsibility for their own actions, respect for others, personal integrity, and an appreciation of the U.S. and the principles on which it was based.

Enrollment

October 1, 2005 School Year Student Enrollment : 64
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 62

Instructional Programs

- Ü Full-Day, Tuition Free Kindergarten
- Ü Saxon Phonics and Spelling
- Ü Saxon Mathematics
- Ü Mobile MacIntosh Computer Lab
- Ü Special Education Services
- Ü Before/After Care Program
- Ü Rigby Guided Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school has a responsibility to parents to keep them regularly informed of the academic, developmental, and social progress their children are making; to inform them immediately of any difficulties or areas of concern; to provide them with opportunities to become involved in the school and in the education of their children; and to be open and available for parents who wish to discuss questions, concerns, or other matters relating to their children's education and well-being.

Parents

Parents have a responsibility to insure that their children come to school regularly, on time, well-nourished, prepared for class and with high expectations. Parents have a responsibility to communicate any problems or concerns regarding their children to the school. Parents have a responsibility to be supportive and enthusiastic about their children's education, and to engender in their children respect for school personnel, school rules and regulations and school property.

Transportation Policy

CAS Elementary provides, at the school's unreimbursed expense, transportation to and from school for any child who requests transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Outstanding Teacher Award	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	31	80010	NC	100	99	NC	435	447	NC	6	10	NC	29	18	NC	61	53	NC	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	18	38935	NC	100	99	NC	431	447	NC	6	9	NC	33	19	NC	61	55	NC	NA	17
Male	NC	13	40974	NC	100	98	NC	441	448	NC	8	11	NC	23	18	NC	62	52	NC	8	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	27	34545	NC	100	99	NC	437	432	NC	7	14	NC	26	24	NC	63	53	NC	4	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	NC	35142	--	NC	99	--	NC	465	--	NC	5	--	NC	11	--	NC	56	--	NC	28
Students with Disabilities	--	--	10161	--	--	93	--	--	419	--	--	28	--	--	28	--	--	36	--	--	8
Students without Disabilities	NC	31	69849	NC	100	100	NC	435	451	NC	6	7	NC	29	17	NC	61	56	NC	3	19
Limited English Proficient Students	NC	14	14013	NC	100	97	NC	435	413	NC	14	24	NC	21	34	NC	57	39	NC	7	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	27	39029	NC	100	98	NC	438	432	NC	7	14	NC	22	25	NC	67	52	NC	4	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	31	79438	NC	100	98	NC	439	451	NC	6	9	NC	23	24	NC	71	56	NC	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	18	38775	NC	100	99	NC	445	457	NC	6	7	NC	17	22	NC	78	58	NC	NA	13
Male	NC	13	40560	NC	100	97	NC	431	446	NC	8	12	NC	31	25	NC	62	54	NC	NA	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	27	34297	NC	100	98	NC	442	434	NC	7	14	NC	19	31	NC	74	50	NC	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	--	--	9588	--	--	88	--	--	416	--	--	30	--	--	32	--	--	34	--	--	5
Students without Disabilities	NC	31	69850	NC	100	100	NC	439	456	NC	6	7	NC	23	23	NC	71	59	NC	NA	12
Limited English Proficient Students	NC	14	13856	NC	100	96	NC	429	407	NC	14	27	NC	21	43	NC	64	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	27	38685	NC	100	97	NC	441	435	NC	7	14	NC	19	32	NC	74	50	NC	NA	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	31	79971	NC	100	99	NC	407	423	NC	10	8	NC	45	41	NC	45	49	NC	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	18	38974	NC	100	99	NC	426	437	NC	6	5	NC	39	33	NC	56	57	NC	NA	4
Male	NC	13	40895	NC	100	98	NC	381	410	NC	15	10	NC	54	47	NC	31	41	NC	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	27	34481	NC	100	99	NC	407	410	NC	11	10	NC	41	46	NC	48	43	NC	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	NC	35150	--	NC	99	--	NC	437	--	NC	5	--	NC	35	--	NC	56	--	NC	5
Students with Disabilities	--	--	10258	--	--	94	--	--	377	--	--	23	--	--	51	--	--	25	--	--	1
Students without Disabilities	NC	31	69713	NC	100	100	NC	407	429	NC	10	5	NC	45	39	NC	45	52	NC	NA	3
Limited English Proficient Students	NC	14	13985	NC	100	97	NC	396	382	NC	14	18	NC	50	54	NC	36	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	27	38994	NC	100	98	NC	404	409	NC	11	10	NC	41	47	NC	48	41	NC	NA	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	80147	NC	100	99	NC	469	482	NC	NA	11	NC	32	17	NC	68	49	NC	NA	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	15	39281	NC	100	99	NC	468	483	NC	NA	9	NC	33	17	NC	67	50	NC	NA	24
Male	NC	13	40780	NC	100	98	NC	469	482	NC	NA	12	NC	31	17	NC	69	48	NC	NA	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	24	33494	NC	100	99	NC	470	466	NC	NA	15	NC	29	23	NC	71	49	NC	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	--	--	10295	--	--	92	--	--	443	--	--	33	--	--	26	--	--	33	--	--	8
Students without Disabilities	NC	28	69852	NC	100	100	NC	469	488	NC	NA	7	NC	32	16	NC	68	51	NC	NA	26
Limited English Proficient Students	NC	12	12722	NC	100	97	NC	456	441	NC	NA	27	NC	50	33	NC	50	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	23	38371	NC	100	97	NC	468	465	NC	NA	15	NC	30	23	NC	70	49	NC	NA	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	79686	NC	100	98	NC	457	470	NC	7	11	NC	32	24	NC	57	57	NC	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	15	39163	NC	100	99	NC	469	475	NC	NA	9	NC	33	22	NC	60	60	NC	7	10
Male	NC	13	40438	NC	100	97	NC	442	465	NC	15	13	NC	31	25	NC	54	54	NC	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	24	33299	NC	100	98	NC	453	452	NC	4	17	NC	38	32	NC	58	47	NC	NA	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	--	--	9808	--	--	87	--	--	432	--	--	35	--	--	32	--	--	30	--	--	3
Students without Disabilities	NC	28	69878	NC	100	100	NC	457	475	NC	7	8	NC	32	23	NC	57	61	NC	4	9
Limited English Proficient Students	NC	12	12594	NC	100	96	NC	435	422	NC	8	34	NC	58	45	NC	33	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	23	38095	NC	100	97	NC	448	452	NC	9	17	NC	39	32	NC	52	48	NC	NA	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	80372	NC	100	99	NC	450	475	NC	11	4	NC	46	30	NC	43	64	NC	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	15	39452	NC	100	99	NC	472	488	NC	NA	3	NC	53	22	NC	47	72	NC	NA	3
Male	NC	13	40836	NC	100	98	NC	423	464	NC	23	6	NC	38	37	NC	38	56	NC	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	24	33608	NC	100	99	NC	455	462	NC	4	6	NC	50	36	NC	46	57	NC	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	--	--	10526	--	--	94	--	--	427	--	--	15	--	--	53	--	--	31	--	--	1
Students without Disabilities	NC	28	69846	NC	100	100	NC	450	482	NC	11	3	NC	46	26	NC	43	69	NC	NA	2
Limited English Proficient Students	NC	12	12747	NC	100	97	NC	434	432	NC	8	12	NC	67	52	NC	25	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	23	38521	NC	100	98	NC	450	461	NC	9	6	NC	48	38	NC	43	55	NC	NA	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	26	79306	--	100	99	--	484	504	--	27	13	--	12	20	--	54	49	--	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	12	38845	--	100	99	--	496	505	--	17	11	--	8	20	--	67	50	--	8	18
Male	--	14	40383	--	100	98	--	473	504	--	36	14	--	14	19	--	43	47	--	7	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	26	32673	--	100	99	--	484	487	--	27	18	--	12	25	--	54	46	--	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	--	NC	10286	--	NC	91	--	NC	462	--	NC	41	--	NC	27	--	NC	27	--	NC	5
Students without Disabilities	--	25	69020	--	100	100	--	486	510	--	24	9	--	12	18	--	56	52	--	8	21
Limited English Proficient Students	--	17	10291	--	100	96	--	463	458	--	41	38	--	18	34	--	41	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	24	37437	--	100	97	--	479	486	--	29	19	--	13	26	--	54	46	--	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

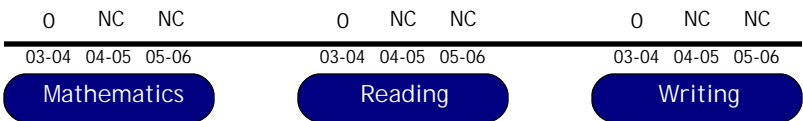
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	26	79000	--	100	98	--	463	489	--	15	10	--	46	24	--	38	58	--	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	12	38774	--	100	99	--	474	494	--	8	7	--	42	22	--	50	61	--	NA	10
Male	--	14	40150	--	100	98	--	454	485	--	21	12	--	50	25	--	29	55	--	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	26	32508	--	100	98	--	463	472	--	15	15	--	46	33	--	38	49	--	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	--	NC	9991	--	NC	88	--	NC	449	--	NC	33	--	NC	36	--	NC	29	--	NC	2
Students without Disabilities	--	25	69009	--	100	100	--	466	495	--	12	6	--	48	22	--	40	62	--	NA	10
Limited English Proficient Students	--	17	10199	--	100	95	--	442	439	--	24	35	--	65	47	--	12	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	24	37234	--	100	97	--	459	472	--	17	15	--	50	33	--	33	50	--	NA	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	26	79611	--	100	99	--	469	496	--	12	7	--	62	37	--	27	56	--	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	12	39016	--	100	99	--	496	511	--	8	4	--	50	29	--	42	66	--	NA	1
Male	--	14	40519	--	100	98	--	446	482	--	14	10	--	71	44	--	14	46	--	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	26	32855	--	100	99	--	469	481	--	12	10	--	62	43	--	27	47	--	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	--	NC	10664	--	NC	94	--	NC	440	--	NC	23	--	NC	54	--	NC	22	--	NC	1
Students without Disabilities	--	25	68947	--	100	100	--	473	504	--	8	4	--	64	34	--	28	61	--	NA	1
Limited English Proficient Students	--	17	10362	--	100	97	--	444	438	--	18	22	--	76	57	--	6	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	24	37626	--	100	98	--	462	479	--	13	10	--	67	45	--	21	45	--	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

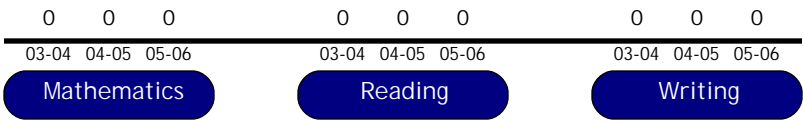
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	NC	NC	39	47	0	70	56	46
	Language	--	--	NA	50	NC	NC	59	47	0	59	76	48
	Mathematics	--	--	NA	64	NC	NC	49	50	0	54	52	52
3	Reading	--	--	NA	55	NC	NC	35	44	NC	NC	32	46
	Language	--	--	NA	61	NC	NC	39	44	NC	NC	32	46
	Mathematics	--	--	NA	61	NC	NC	54	51	NC	NC	39	52
4	Reading	--	--	NA	56	--	--	31	48	NC	NC	43	52
	Language	--	--	NA	52	--	--	32	49	NC	NC	43	52
	Mathematics	--	--	NA	61	--	--	38	53	NC	NC	52	58
5	Reading	--	--	NA	55	--	--	30	50	--	--	32	56
	Language	--	--	NA	49	--	--	33	50	--	--	34	54
	Mathematics	--	--	NA	63	--	--	43	49	--	--	35	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Planning process for new elem. school.
- Ü Curriculum planning and development.
- Ü NCLB regulations, programs, and reports.
- Ü Long-term planning for new site

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	1	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü MacIntosh Mobile Computer Lab
- Ü Reading Room/Librany

Extracurricular Activities

- Ü Extended Before and After School Care

Social Services

- Ü Before/After Care Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü CAS Elementary is a relatively new school, but CAS students have already scored well above the state averages on Terra Nova and AIMS.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	0	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school promotes a safe and healthy learning environment by insuring that all students understand that they are responsible for their own behavior and must accept the consequences of that behavior. We encourage respect for others and for the learning process by insisting that no student engage in activities that disturb, harm, or otherwise interfere with the learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Linda Denno	(520) 458-4200
Transportation Policy	Dr. Linda Denno	(520) 458-4200
Community Resources	Danielle Fraiser	(520) 458-4200
School Nutrition Programs	Marcela Munguia	(520) 364-2616
Parent Organization	Yvonne Urias	(520) 458-4200
Student Health/Nurse	Minnie Encinas	(520) 458-4200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.